



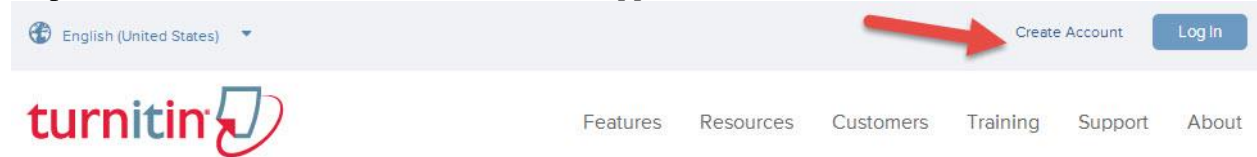
Turnitin Guide for Students

Turnitin is a program that checks the originality of papers. Any papers submitted to this program will be compared to billions of web pages, articles from databases, books, and other papers in its repository. Any phrases from the paper that are found in its database are highlighted with the source given showing what was used in the paper and from where.

Create a User Profile

Step 1 – Go to www.turnitin.com

Step 2 – Click on *Create Account*. Turnitin also has some tutorials including videos for more help and information. Click on the tab titled *Support* for those.



Step 3 – Select *student* under *Create a user profile*.

The image shows a screenshot of the 'Create a User Profile' form. The form is titled 'Create a User Profile' and contains the following sections:

- Have You Ever Used Turnitin?**: A section with explanatory text about using an existing account.
- Email address**: A text input field.
- Password (Login to Turnitin)**: A password input field.
- Forgot your password? Click here.**: A link.
- Create a New Account**: A section with the instruction 'Please select whether you will be using the service as an instructor or a student.'
- Student**: A radio button, which is selected and highlighted with a red arrow.
- Instructor**: A radio button.
- Teaching assistant**: A radio button.
- Login**: A button at the bottom of the form.

Step 4 – Complete the following form with your user information. Enter the *class ID* and *class enrollment key* given to you by your instructor. If you do not know it, contact your professor. Click on the *I agree – create profile* button after you read the user agreement to continue.

Create a New Student Account

Class ID Information

All students must be enrolled in an active class. To enroll in a class, please enter the class ID number and class enrollment key that you were given by your instructor.

Please note that the key and pincode are case-sensitive. If you do not have this information, or the information you are entering appears to be incorrect, please contact your instructor.

Class ID

Class enrollment key

Get these from your instructor

User Information

Your first name

Your last name

Display names as

- First name (Space) Last name (example: John Smith)
- Last name (Space) First name (example: Smith John)
- Last name(No space)First name (example: SmithJohn)

Email address

Use your CSS email

Confirm email address

Password and Security

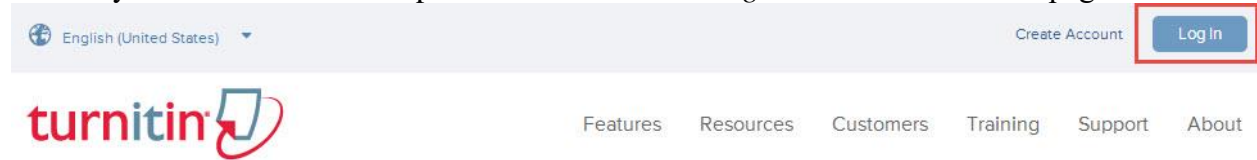
Please keep in mind that your password is case sensitive (for example, paSS123 would be different than pass123), must be 6-12 characters long, and contain at least one letter and one number (for added security)

Enter your password

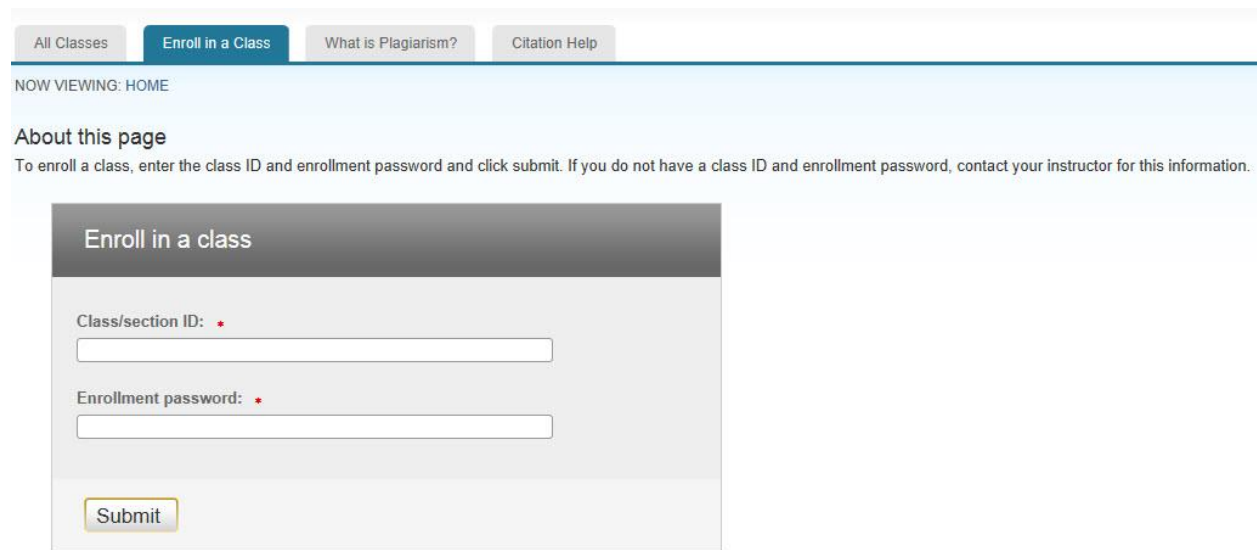
This can be whatever you want, but write it down as we can't help you if you forget it.

Submit Papers

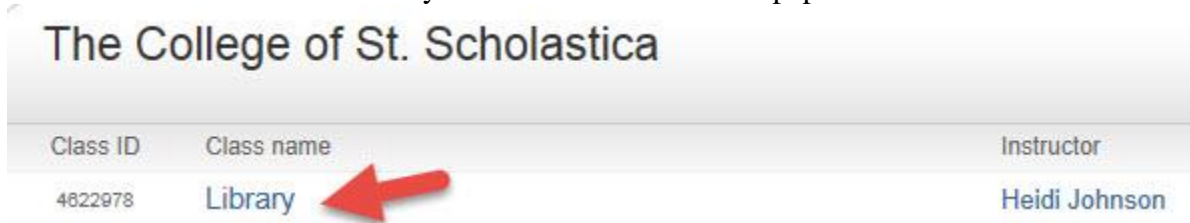
Once you have created a user profile, the next time you want to use Turnitin, all you need to do is enter your email address and password and click on *Log In* on Turnitin's homepage.



To enroll in any class at any time, click on the *Enroll in a Class* tab at the top. You will need the *class/section ID* and *Enrollment password* given to you by your instructor.



Click on the class name for which you would like to submit a paper.



Click on the links in the Info column to find out more about the assignment including special instructions from your instructor and a scoring rubric. Click on the *Submit* button to submit a paper for an assignment. Click on the *View* button to view the paper you have submitted. Click on the down arrow button to download your paper either as a Word doc or PDF.



Type in your title for your assignment and then click on the correct button to choose where you wish to find your assignment either in your K: drive, your computer's hard drive, from Dropbox,

or from Google Drive just like you do when you send an attachment in an email. Then click on *Upload*.

Submit: [Single File Upload](#) ▾

First name

Last name

Submission title

[What can I submit?](#)

Choose the file you want to upload to Turnitin:

You will now be asked if this is the paper you want to submit. Click on *Confirm* if it is or *Cancel* if you got the wrong one.

Submit: Single File Upload

Please confirm that this is the file you would like to submit...

Author:
Sadie Johnson

Assignment title:
Lit. Review Assignment

Submission title:
Sample

File name:
nine ideals articles.doc

File size:
1.16M

Page count:
3

Word count:
21

Character count:
109

« Page 1 »

Nine Ideals Depict Worthy St. Scholasticas
by Mary Anne

The nine ideals are a summary of the nine ideals of St. Scholastica. They are: 1. Faith, 2. Hope, 3. Charity, 4. Prudence, 5. Justice, 6. Temperance, 7. Fortitude, 8. Humility, 9. Obedience. These ideals are the foundation of the St. Scholastica's education and are the basis of the St. Scholastica's character education program. The nine ideals are the foundation of the St. Scholastica's education and are the basis of the St. Scholastica's character education program. The nine ideals are the foundation of the St. Scholastica's education and are the basis of the St. Scholastica's character education program.

You will now get a digital receipt that proves you submitted your paper.

Submit: Single File Upload
STEI

Congratulations - your submission is complete! This is your digital receipt. You can print a copy of this receipt from within the Document Viewer.

Author:
Sadie Johnson

Assignment title:
Lit. Review Assignment

Submission title:
Sample

File name:
nine ideals articles.doc

File size:
1.16M

Page count:
3

Word count:
21

Character count:
109

Submission date:
29-May-2014 4:32 PM CDT

Submission ID:
431324942

«
Page 1
»

Nine Ideals Depict Worthy St. Scholasticans

[View the Submission, See 29, 2013, page 2]

Assignment Inbox

You can click on the percentage number with the colored box next to it to see the originality report, which tells where Turnitin found content in your paper that matches websites, other students' papers in its database, papers in paper mills, articles, and books.

Click on *View* to see Grademark and Peermark comments and listen to your instructor if they gave you an oral comment.

Note: Not all instructors allow students to see their originality reports or use Grademark or Peermark.

Assignment Inbox: Sample			
	Info	Dates	Similarity
Sample for Peermark		Start 09-Oct-2013 3:53PM Due 10-Oct-2013 11:59PM Post 11-Oct-2013 12:00AM	0% <div style="margin-top: 5px;"> Submit View </div>
PeerMark		Start 11-Oct-2013 12:01AM Due 13-Oct-2013 11:59PM Post 14-Oct-2013 12:01AM	<div style="margin-top: 5px;"> Write Reviews Read Reviews </div>

Sample Originality Report

If you have not cited this content correctly, this could be seen as plagiarism or as it states in the Student Handbook, the “misrepresentation of the work of others as one’s own” and you can lose credit for the assignment, course, or even be expelled from the College. Visit the Library or the Writing Center if you have any questions or concerns.

Chapter 12 Task 3
BY SADE JOHNSON

turnitin 16% 100%

member of such standing committees as the Undergraduate Curriculum Committee. These changes will result in a loss of input from the librarians now involved in committee work, a loss of the librarians no longer being able to easily network and collaborate with other faculty, and in a loss of the librarians being able to contribute their knowledge and expertise.

WHAT THE AAUP HAS TO SAY
The AAUP eloquently states the reasons why librarians with faculty appointments are essential to institutions of higher education (see Appendix II). Applicable CSS-specific comments are as follows:






1. *"The character and quality of an institution of higher learning are shaped in large measure by the nature of its library holdings and the ease and imagination with which those resources are made accessible. ...Because the scope and character of library resources should be taken into account in such important academic decisions as curricular planning and faculty appointments, librarians should have a voice in the development of the institution's educational policy."* Curricular change within any institution is interdisciplinary. As a result, by its very nature, the library is positioned to effectively participate in such work, and indeed does. At CSS the "buck stops" with the faculty regarding curricular change. Many library directors agree that librarians with faculty appointments find it much easier to participate in institutional issues relating to the curriculum when they are viewed as colleagues in the process as opposed to "meddling outsiders."
2. *"Librarians perform a teaching and research role inasmuch as they instruct students formally and informally..."* The way librarians teach differs from the traditional classroom model but is no less important. Faculty across all disciplines bring a variety of styles, many of which can be considered very non-traditional, to CSS. Some examples of how librarians teach include, but are not limited to: classroom instruction in other departments, one-on-one reference instruction in the Library, tutorial design and implementation, and bibliographic and information literacy instruction focusing on first year students as well as across disciplines. Among the qualities CSS expects its graduates to have are intellectual integrity and curiosity. It is in these two areas that librarians make a difference as teachers. Librarians teach students to be information literate; they teach students to define their information needs, find the appropriate information to address those needs, make qualitative judgments about the information, and finally, how to use the information correctly and ethically.

Match Overview		
1	www.southalabama.edu Internet source	12%
2	www.rtf.org Internet source	1%
3	acrl.org Internet source	1%
4	lbr.org Internet source	1%
5	Kemp, Jane: "Isn't Bein... Publication	<1%
6	chronicle.com Internet source	<1%
7	www.sacua.umich.edu Internet source	<1%
8	ils.unc.edu Internet source	<1%
9	Submitted to Northcentral Student paper	<1%
10	unilib.uni.edu Internet source	<1%
11	www.gettysburg.edu Internet source	<1%
12	www.suny.edu Internet source	<1%

The percentage of originality is not as important as what the objectives for the assignment were and that outside resources are cited correctly in the paper. For example, a literature review largely consisting of outside resources cited correctly would have a high percentage, but this is okay as it is what the assignment requires and is academically honest. Conversely a reflection paper which should use no outside resources but where a paragraph is cut and pasted from a web site and not cited, would have a low percentage but would be both a poor paper and academically dishonest. The originality report does require some interpretation to make sure that what is found to be a match is both within the parameters of the assignment and is correctly cited.

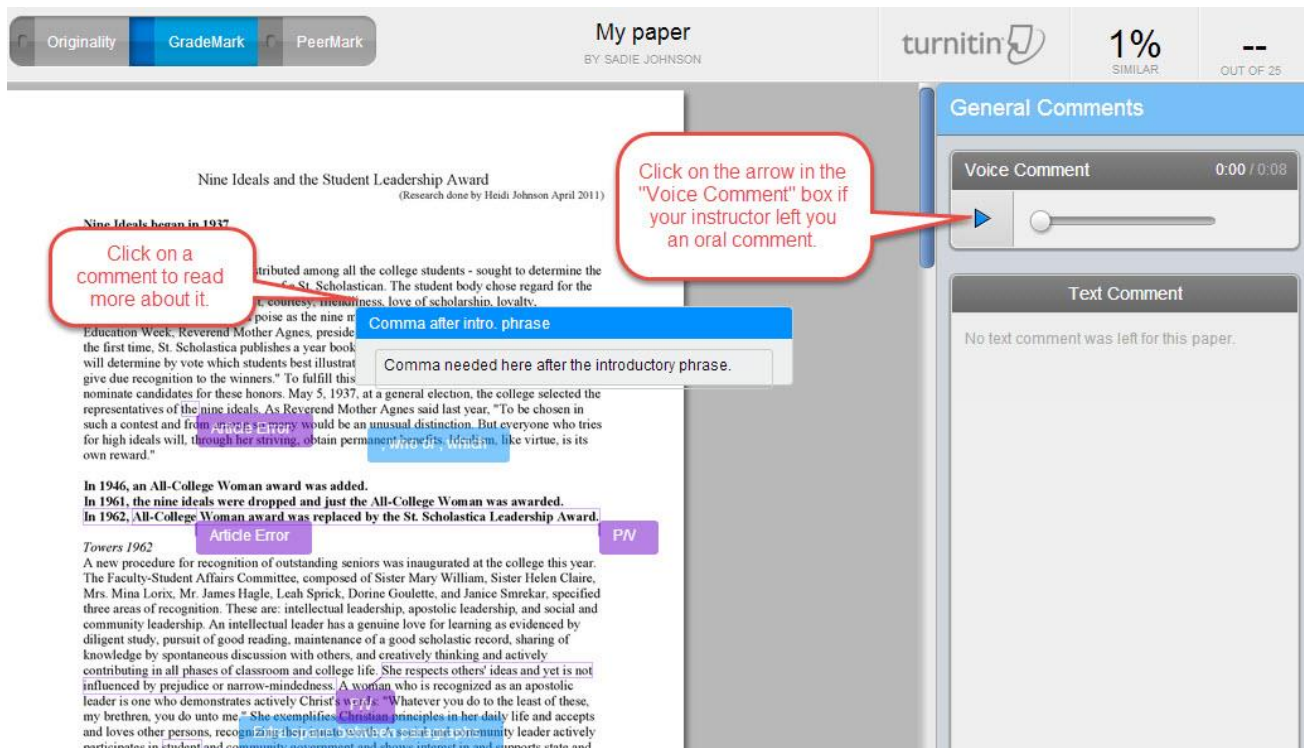
Directions for Viewing and Printing Feedback in Turnitin

To be able to see both the instructor's and fellow classmate's feedback in Turnitin, click on the blue *View* button to view the instructor's feedback and click on the gray *Read Reviews* button to see your fellow classmate's feedback.

Assignment Inbox: Sample			
	Info	Dates	Similarity
Sample for Peermark	 	Start 09-Oct-2013 3:53PM Due 10-Oct-2013 11:59PM Post 11-Oct-2013 12:00AM	0% 
			<input type="button" value="Submit"/> <input type="button" value="View"/> 
PeerMark		Start 11-Oct-2013 12:01AM Due 13-Oct-2013 11:59PM Post 14-Oct-2013 12:01AM	
			<input type="button" value="Write Reviews"/> <input type="button" value="Read Reviews"/>

Click on the blue or purple bubble comments to read the full comment. To listen to your instructor's comments, click on the play button in the *Voice Comment* column to the right.

Click on the Originality, GradeMark or PeerMark tabs at the top left to toggle between the other views of your paper.



The screenshot displays the Turnitin interface for a paper titled "Nine Ideals and the Student Leadership Award" by Sadie Johnson. At the top, there are tabs for "Originality", "GradeMark", and "PeerMark". The paper's similarity score is 1% (1% SIMILAR, OUT OF 25). The interface is divided into a main text area and a right-hand sidebar for "General Comments".

In the main text area, several feedback elements are visible:

- A red callout bubble points to a comment: "Click on a comment to read more about it." This points to a purple bubble comment that says "Nine Ideals began in 1937".
- A blue callout bubble points to a comment: "Click on the arrow in the 'Voice Comment' box if your instructor left you an oral comment." This points to a blue arrow icon in the "Voice Comment" section of the sidebar.
- A blue callout bubble points to a comment: "Comma after intro. phrase". This points to a blue bubble comment that says "Comma needed here after the introductory phrase." located in the text: "...to fulfill this nominate candidates for these honors. May 5, 1937, at a general election, the college selected the representatives of the nine ideals. As Reverend Mother Agnes said last year, 'To be chosen in such a contest and from among many would be an unusual distinction. But everyone who tries for high ideals will, through her striving, obtain permanent benefits. Who or, when, like virtue, is its own reward.'"
- A purple callout bubble points to a comment: "Article Error". This points to a purple bubble comment that says "Article Error" located in the text: "In 1962, All-College Woman award was replaced by the St. Scholastica Leadership Award."
- A purple callout bubble points to a comment: "P/V". This points to a purple bubble comment that says "P/V" located in the text: "A new procedure for recognition of outstanding seniors was inaugurated at the college this year. The Faculty-Student Affairs Committee, composed of Sister Mary William, Sister Helen Claire, Mrs. Mina Lorix, Mr. James Hagle, Leah Sprick, Dorine Goulette, and Janice Smrekar, specified three areas of recognition. These are: intellectual leadership, apostolic leadership, and social and community leadership. An intellectual leader has a genuine love for learning as evidenced by diligent study, pursuit of good reading, maintenance of a good scholastic record, sharing of knowledge by spontaneous discussion with others, and creatively thinking and actively contributing in all phases of classroom and college life. She respects others' ideas and yet is not influenced by prejudice or narrow-mindedness. A woman who is recognized as an apostolic leader is one who demonstrates actively Christ's spirit. 'Whatever you do to the least of these, my brethren, you do unto me.' She exemplifies Christian principles in her daily life and accepts and loves other persons, recognizing their status with a great and community leader actively participates in student and community government and shows interest in and supports state and

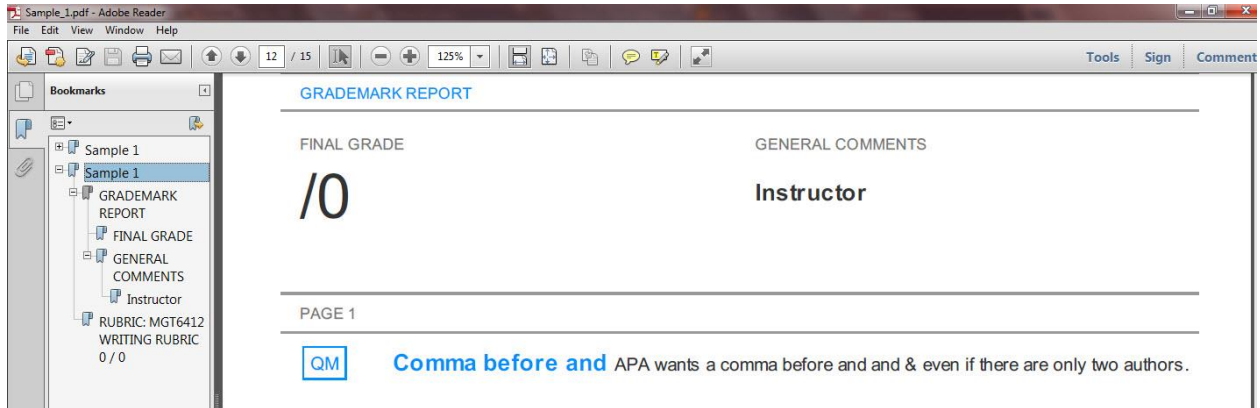
The "General Comments" sidebar on the right contains two sections:

- Voice Comment:** Shows a play button icon and a progress bar (0:00 / 0:08).
- Text Comment:** Shows the message "No text comment was left for this paper."

To print out the instructor's feedback, click on the print icon in the bottom left corner.



This will download and open a PDF document. Click on the bookmark icons to the left to expand the viewing options until you can see the *General Comments* and *Instructor*. You can now print these.



To print your fellow classmate's paper, click on the word Print in the upper left-hand corner of the review.

